DOCUMENT RESUME

ED 049 114 SO 000 901

TITLE	Proposed Social Sciences Education Framework for California Public Schools. An Abstract from Revised Draft.
INSTITUTION	California State Board of Education, Sacramento.
PUB DATE	70
NOTE	16p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts, Behavioral Objectives, *Concept Teaching, Curriculum Guides, Decision Making Skills, Elementary Grades, Humanities, Inductive Methods, *Inquiry Training, Interdisciplinary Approach, Kindergarten, Models, Multimedia Instruction, Natural Sciences, Secondary Grades, *Social Sciences, *State Curriculum Guides
IDENTIFIERS	*California

ABSTRACT

This abstract provides a succinct and highly useful overview of the complete State curriculum guide for K-12 fully described in SO 000 539. It stands on its own as a summary of program rationale, design, content, and methods. (JLB)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED049114

PROPOSED

Social Sciences Education Framework for California Public Schools

Kindergarten and Grades One Through Twelve

An Abstract

from

Revised Draft
Sacramento 1970

SP 000 701

I INTRODUCTION

A. Framework

A framework is an official statement of what the State Board of Education desires as the basis for the instructional programs in the social-sciences curriculum for the California Public Schools, kindergarten and grades one through twelve. It states the significance of the subject-matter areas, goals, and suggested pupil-performance outcomes; gives examples of relevant concepts and settings or topics; and recommends sequences of study for the various blocks of grades.

B. The Social Sciences Defined and Limited

So much do the social-science disciplines interpenetrate – so much do they overlap with regard to objects of study, conceptual tools, and processes of inquiry – that it seems far less confusing and far more fruitful to think of a single interdisciplinary structure for the studies of man. The structure consists of those processes of investigating, modes of thinking, and concepts and generalizations which, simplified to eliminate duplication and varying terminology, are common to all the various social-science disciplines and which seem most useful for developing social understanding in the classroom.

In the public schools of California, the social sciences include the following disciplines:

1. Political Science
2. Geography
3. History
4. Economics
5. Anthropology
6. Sociology
7. Psychology

Area studies which cross disciplinary lines include Citizenship, Conservation, Comparative Religions, Ethnic Studies, and Contemporary Affairs.

C. The Social Sciences as Systematic Investigation

The social sciences and other disciplines of learning have in the past devoted great time and energy to teaching things (facts, data, material to answer the question WHAT?), and have thus helped students to discern, sometimes to discern alternatives. But they have failed to offer consistently a systematic method for choosing.

It is our belief that teaching a learning-method along with content from the very beginning of a child's formal schooling will help him to achieve the goals of public education. Those who have been taught a system of learning can (and hopefully will) continue learning and will be a better position to see education – and more importantly, life itself – as a positive, happy, spiritually and intellectually rewarding experience.

As a system of investigation, the social sciences are concerned with the development of:

An understanding of key concepts, generalizations and themes in a form that gives a sense of structure to the social sciences.

Competence in using methods of inquiry that are drawn from the disciplines and are most useful in lifelong learning.

Basic skills needed to use conceptual systems and modes of inquiry in studying social-science materials, including comprehensive biographies as well as historical documents and other original sources.

Attitudes of objectivity, thoughtful speculation, regard for evidence, openmindedness, and respect and tolerance for differing viewpoints.

Favorable attitudes toward and appreciation of the social sciences as a field of inquiry.

Systematic thinking promotes objectivity, logic, rationality, understanding, the ability to establish social priorities, and the capacity for distinguishing the ideal, the real, and the myth. It allows man to maintain a sense of orientation in relation to the system of organization, the social processes, the social value structure, and the social ethic even while forces of change impinge upon these elements of the society.

Systematic investigation cannot occur unless there is something to investigate. In this instance, the *something* is made up of data drawn from the subjects included in the social sciences. Because data are infinite, it is obviously impossible to give the student all the available data in any given field. The selection of data, therefore, has to be in relation to some concept or theory and linked with inquiry tasks (e.g., observing, classifying). The concept or theory sets up the scale of relevance, and data are collected that would put the concept or theory to some kind of test.

What is important is that the student come to realize what knowledge really is, how it is come by, verified, and validated. He must learn to actively organize his own knowledge, rather than passively store the inferences and sets of data put together by someone else; because the way a student organizes his knowledge determines the role that knowledge will play in his future thinking. This approach requires that we treat knowledge as open-ended to allow the student to theorize for himself, to give him greater access to data, and to give him the freedom and opportunity to engage in critical thinking as he matches his theories against the available data. A social-sciences curriculum based on inquiry and concepts suggests a more viable epistemology which will engage the student in discovering and evaluating knowledge and developing a valid understanding of the social sciences.

There is no claim that emphasis on the modes of thinking and the processes of inquiry in this framework mandates any single method of teaching or of student performance. What is important is that teachers be sensitive to the nature of knowledge in the social sciences and to the development of concepts and thinking processes.

II SOCIAL-SCIENCES PROGRAM

A. The Curriculum

An effective curriculum in social-sciences education for the students of the public schools of California has three major components:

(1) Processes or methods of investigating, and modes or ways of learning in the social sciences.

(2) Concepts and generalizations drawn from the social sciences.

(3) Settings and topics which serve as the selected samples of human experience, both past and present.

1. Investigating and Learning.

a. Processes of Investigating (or Inquiring)

Students need to be taught to inquire, to question, to investigate, to probe constructively in systematic ways, rather than be left to discover these ways randomly or not at all. The processes discussed here have been derived by studying man's behavior; they represent, not rules for inquiring, but a systematic arrangement of ways men typically inquire with efficiency and success.

(1) Observation – To observe is to look closely, to watch for details, to see units and their various parts clearly.

(2) Classification –To classify is to assign names and ranks to observed things, to set up classes and to place like things in those classes.

(3) Definition – Clear definition depends on close observation and classification. To define a thing is to establish and explain as precisely as possible what it is or the limits of its applicability.

(4) Comparison and Contrast – These two words name the opposite sides of the same coin and are inseparable: as one looks at similarities, he necessarily sees the dissimilarities. When one compares two things, he notes specifically the similarities; when he contrasts two things, he notes specifically the dissimilarities.

(5) Generalization – To generalize is to make a statement that is intended to apply to all the members of a class. It is important that students recognize the need to clearly define the class about which they are generalizing, and thus to pay attention to their language and to the demands of syntax and grammar.

(6) Inference – To infer is to perceive something not explicitly appearing in the thing observed or described. Usually an inference carries one beyond the observable and into the realm of speculation. This speculation is not to be a matter of guesswork. In fact, the teacher must continually discourage the natural propensity to overgeneralize. Educated speculation must be based on clear observation, discrimination, and experience.

(7) Communication – To communicate is to give or send or transmit to another being, by any means (oral, visual, etc.), an idea or a feeling. *Communication* is such a giving; it is the overt representation of what is in the mind; it is the way we open our minds and ourselves to one another. (Note that *communication* as a process is not considered as receiving special emphasis at any level. It should, in fact, receive emphasis at every level, for it is the *sine qua non* of all deliberate education. Students ought to be taught the value of and the need for communication throughout their schooling.)

The general aim in teaching such a system of inquiry is to help the student make conscious what might otherwise remain unconscious, make deliberate what might otherwise remain intuitive.

b. Modes of Learning

A similar aim is embodied in the three categories called, collectively, *modes of learning*, which correspond roughly to the developing thinking-capabilities of children. The use of these three modes – *analysis, integration,* and *valuing* – is intended to represent the kinds of intellectual activity appealed to at a given time by the teacher's presentations, assignments, and general organization in the classroom.

(1) Analysis – In the student's early school years his learning activities and the questions asked him will be calculated to require him to analyze, to look closely and carefully at things in order to identify them and to distinguish one thing from another. For this reason, the teacher's first step will be to direct attention to the processes of *observation, classification,* and *definition.* The teacher's second step will be to direct attention to the processes of *contrast* and *generalization* with the purpose of examining and explaining relationships.

(2) Integration – As the student progresses in school, the learning activities and the questions will be formed in such a way as to require the student to integrate, to synthesize, to bring together the things which analysis has allowed him to discrimate clearly. The major processes will be *definition, comparison,* and *generalization.* The intention here is to teach students to look for relationships of the parts to the whole. In *cultural integration,* for example, students will learn to see how such things as mythology, religion, economics, and so forth, function as parts of a whole culture. Similarly, in *historical integration* students will learn to see that cultures, nations, people, and events of the past have a time relationship to each other and to the present.

(3) Valuing – By the time a student is in high school the teacher should be asking questions that will require him to assign and compare values, to weigh alternatives in order to make qualified judgments about the future effects of present actions. The teacher will emphasize the processes of *generalization* and *inference;* the student at this stage will have to recognize problems deduce alternative solutions to those problems, and make rational decisions about which alternatives are best.

Public education is concerned with the teaching of *valuing* not for the purpose of telling individuals what they must and must not like or choose (some "choices," of course, have been made by law, which necessarily should be taught), but for the purpose of helping them to realize that choices ought to

be made on the basis of a self-conscious reasoning process. *Valuing*, as a mode or way of inquiring, should thus be seen not only as being the next logical step after *analysis* and *integration*, but also as incorporating and extending these modes in such a way as to attain reasonable, mature, and therefore consciously chosen goals.

Although the three modes of learning ought to be emphasized at different grade levels in the sequence listed, they are not thought of an mutually exclusive.

The processes and modes are seen as characteristic ways of gaining the experience which is ultimately the goal of "formal" education. They are not to be taken as determining what a student thinks, but as showing him how to apply the natural functions of his mind in efficient and persuasive and constructive ways.

2. Concepts and Generalizations

The second major element of the social-sciences program consists of the concepts and generalizations commonly used by social scientists and historians in studying human conduct and relationships ranging from individual to group action, and from a local to an international level. A *concept* is an idea or notion, a mental set or construct, a mental image of a thing, either concrete or abstract. A concept is not a word or a group of words, but is the idea or set of ideas symbolized and identified by a word or by words; nor is a concept the thing itself, but is rather one's notion about that thing. A lake, for example, is not a concept; the concept is the set of ideas which allows one to recognize and classify that particular body of water correctly.

Generalization, in this framework, is distinguished from *concept*. As defined earlier (see Processes of Investigating above), a *generalization* is a statement intended to apply to all the members of a designated class. The members might themselves be concepts (in which case the generalization might be called a "concept-statement"), or the generalization might itself function or come to function as a concept. In economics, for example, the concepts *goods, services, supply*, and *demand* might be generalized in this way: "Given a free-market economy, the price of goods and services depends on supply and demand."

Concepts and the generalizations they produce provide the means of understanding the whole body of a given field of study; they are the intellectual tools which give structure to the field and thus serve to distinguish it from other fields.

But what does the student do after he learns the basic concepts? What's left? Fenton illustrates the way in which concepts provide the structure for further study:

> Let us suppose, for example, that a student knows four concepts from sociology – social class, status, role, and norms – and wants to analyze the society of Boston in 1750. These four concepts will help to guide his search for data. With them in mind, he will search for evidence about class structure: how many classes existed, and what characteristics distinguished members of one class from those of another. He will try to find out what roles members of each social class played in the society. He will ask himself which roles had high status and which ones ranked at the bottom of the prestige scale. Finally, he will seek evidence about which norms – patterns of behavior – were expected from everyone. The concepts are "imposed conceptions" which guide the search for data toward issues which sociologists have found useful for the analysis of society.[1]

[1]Edwin Fenton, *The New Social Studies* (New York: Holt, Rinehart and Winston, Inc., 1967), p.14.

Although any selection or arrangement of concepts is somewhat arbitrary, the teacher should remember that usefulness as tools for inquiry is the paramount criterion. As Fenton goes on to point out,

> Learning to use concepts and analytic questions should be a key objective of the social studies because structure influences the hypotheses one can develop and hence controls inquiry. Without self-conscious knowledge of the way we structure evidence, none of us can achieve freedom or efficiency as an investigator.[2]

3. Settings and Topics

The third element of a social-sciencess curriculum, the *settings and topics,* consists of the contexts assigned to the various grade levels – the places, events, and times, the particular peoples, issues, and problems. These contexts provide the subject matter within which the processes of inquiry are applied and from which concepts and generalizations are drawn. Governing the selection of settings at the various grade levels are several important criteria, including the following: usefulness in developing inquiry skills and concepts and generalizations; demonstrable relevance to students and to society; the specific needs of examining a variety of cultures, of providing knowledge of the American heritage, of providing knowledge essential for citizenship, and of providing the foundations for sequential learning.

B. Goals and Objectives

The proposed goals are derived from the philosophical statement of the social sciences in the Introduction. They should be thought of on two levels. The first level consists of a composite of performances or behaviors that illustrate key outcomes of an inquiry and concept approach to the study of man. For example, desired outcomes for all students include the ability to:

> Define issues, problems, and topics of study clearly, giving attention to values, feelings, and attitudes as well as to concepts, generalizations and other cognitive elements;
>
> Select and use modes and processes that are appropriate to the particular problem or topic under systematic investigation;
>
> Interpret, generalize about, and infer from data meaningfully, assess the accuracy of information, and communicate ideas and findings effectively;
>
> Define concepts and use them as intellectual tools of inquiry to analyze issues and human events in terms of guiding observation, collecting relevant data, classifying data, making comparisons, interpreting findings, and communicating ideas;
>
> Contrast or compare human rights, freedoms, and responsibilities in the context of personal and cultural identities and differences;
>
> Propose, examine and evaluate solutions to problems in terms of a consequence-analysis based on a priority of various sets of values;
>
> Make and test hypotheses and apply generalizations, taking account of relevant available information to avoid overgeneralizing;

[2] *Ibid.* pp. 14-15.

Express and demonstrate ways in which fundamental values of our democratic creed are a part of our American heritage.

These goals give the broad direction or intent of the total K – 12 social-sciences program.

The second level of goals, labeled "Performance Objectives," is concerned with outcomes and achievements for particular topics of study within specified periods of time and conditions. Outcomes at this level are defined so as to suggest the type of student performance that may be observed in the classroom. In addition, these objectives can be measured within a given period of instruction under specified conditions; if the objectives are attained, the student advances toward a corresponding goal. It is important that these objectives be defined in terms of observable student performances.

III PROGRAM DESIGN

Themes are assigned for study by blocks of grades as follows:

Grades K-2	Mankind: Man's Distinctive Characteristics
Grades 3-4	Man and Land: Cultural and Geographic Relationships
Grades 5-6	Mankind and Men: Interaction, Diversity, Individuality
Grades 7-9	Man and Systems: Economic and Political: Urban Environments
Grades 10-11	Man: Past and Present (Historical Integration)
Grade 12A	Man as a Decision-maker: Social Policy in the United States
Grade 12B	Man, His Goals and Aspirations: Selected Studies in the Social Sciences

The Program by Blocks of Grades

Within the major theme assigned to each block of grades, the studies are divided into topics. Each topic has as its heading a key analytical question which suggests both the conceptual content of the topic and the processes of inquiry associated with it.

Grades K-2: Mankind: Man's Distinctive Characteristics

Topics

1. What is man?
2. How do men and animals adapt to and change the land they live on?
3. How do men and animals communicate?
4. How do people live together?
5. How are people alike and how are they different?

Grades 3-4: Man and Land: Cultural and Geographic Relationships

Topics

1. What is the relationship between the natural environment and animals on the one hand and man on the other?
2. How have different groups of men develop different ways of living in the same or similar environments?
3. How has urbanization altered man's relation to the natural environment?
4. How are problems of living being met in the modern urban environment?
5. What is human about human beings?

Grades 5-6: Mankind and Men: Interaction, Diversity, Individuality

Topics

1. What happens when different groups of men come in contact?
2. How have ethnic groups and individuals affected American development?
3. How do different groups interact in the contemporary United States?
4. How do human groups interact in different cultures?
5. How is any man like no other man?

Grades 7-9: Man and Systems: Political and Economic: Urban Environments

Topics

1. How do societies decide what is to be done and who is to do it?
2. How do societies decide who gets what?
3. How do market economies develop and function?
4. How do democratic political systems develop and function?
5. How are decisions made in the command political economy?
6. How are decisions made in the mixed political economy of the present-day United States?
7. How can underdeveloped societies cope with the demand for rapid modernization?
8. How did the emergence of cities change the life of man?
9. How have cities varied in their functions and characteristics?
10. How has modern urbanization changed the life of man?
11. How can the quality of urban life be improved?

Grades 10-11: Man: Past and Present (Historical Integration)

Topics

1. How did the United States come to be the way it is, and how is it changing?
   - 1a. How did the social structure that the colonists brought from Europe change in the course of their life in America?
   - 1b. How did Americans develop a sense of nationality?
   - 1c. How did Americans develop a more democratic political system?
   - 1d. What impact has the introduction of enslaved Africans had on American life?
   - 1e. How have Americans adjusted to the diversity of peoples and cultures?
   - 1f. How has the United States responded to industrialization and large-scale business organization?

1g. How have Americans been affected by their relations with the rest of the world?
1h. Where is American society headed today?

2. How have national groupings and conflicts affected the life of man?
   2a. What makes a "State" a "State"?
   2b. Why have societies sought to impose their wills on other societies?
   2c. Why do military establishments so universally exist, and how do they affect the societies of which they are a part?
   2d. Can man's technological abilities for destruction be offset by his imagination and the desire to maintain the peace?
3. How has India maintained its cultural unity over such a long period and such a diversity of peoples?
   3a. How did the principal features of traditional Indian culture take shape and persist?
   3b. How has Hindu India interacted with its invaders?
   3c. How did traditional Indian culture affect the struggle for independence?
   3d. How are traditional and modern elements interacting in present-day India?

Alternate Topic 3. How did China develop mankind's most durable socio-political system, and why has it been replaced?

   3a. How did the principal features of traditional Chinese culture take shape and persist?
   3b. How has Confucian China interacted with its invaders?
   3c. How did the Chinese establish their modern independent nationality?
   3d. How are traditional and modern elements interacting in present-day China?

Alternate Topic 3. Why has Japan become Asia's only technologically advanced society?

Grade 12A: Man as a Decision-Maker: Social Policy in the United States

Topics

1. How do ordinary citizens influence the decisions that affect them?
2. How are ordinary citizens influenced in making and accepting policy decisions?
3. How are decision-makers influenced by persons with special statuses and by special interest groups?
4. What range of decisions is possible *within* organizations?
5. What is the effect on social policy decisions of relationships *between* organizations?

Grade 12B: Man, His Goals and Aspiration: Selected Studies

Illustrative Topics

1. Ethnic groups and social policy.
2. The Selective Service System.
3. Immigrant and Black experience in the United States.
4. Islam, Buddhism, and Hinduism in comparative settings.
5. The influence of religion on art and architecture.
6. New African nations and World affairs.

Summary of Studies in the Three Modes

1. *Analysis*

Studies in the analysis mode proceed by systematic investigation of selected sets of events or settings. The inquirer makes specific observations, collects and classifies data or information, develops definitions for the constructed classes, and concludes with a check of the reliability of his classifications. Relationships among the defined classes and concepts are examined and contrasted. When the variable among them have been identified, the first step in the process of generalization is the generation of hypothesis, which is a statement or proposition about the possible relationships among variables. For example, two economic systems may be under study. Contrastive analysis reveals that System A differs from System B in two respects; (a) people in System B have more specialized economic roles, and (b) per capita production is greater in System B. The inquirer might generate the following hypothesis: "Division of labor results in greater productivity." The inquirer could not know how generally valid, or replicable, his hypothesis was until he had practiced the next step of testing his hypothesis. He would analyze a number of other economic systems, with attention to the critical variables of division of labor and productivity, to see whether his hypothesis was confirmed. In this process of testing he might modify his hypothesis as to the conditions under which it was more or less valid, depending on still other variables (for example, technology and transportation). If the results of testing were negative, he would have to generate a new hypothesis and start testing again. Once the inquirer develops a valid generalization, he should be called on to put the results of his inquiry to further use. For example, the generalization that division of labor results in greater productivity can be used to make inferences about economic growth in various industries or understanding economic growth in a particular country.

The inquirer in the analysis mode uses concepts which he constructs or contrives to guide his search for pertinent data. The goal is to develop intellectual skills in the use of concepts and analytic questions as tools of systematic investigation in the social sciences.

2. *Integration*

Studies in this mode of learning focus on the features or attributes of a single setting or a set of events. Constructed classes and understandings derived from analysis are used to provide a varied set of perspectives for comprehending and viewing the setting or social situation under study. A variety of additional concepts – some drawn from personal knowledge, some from the customary ways of thinking in one's own culture, and some from ways of thinking in the culture under study – will be used. The inquirer seeks to bring to to bear on a setting or event all the knowledge and insight that are required to reveal the setting as coherent in its totality and believable in the same way that the inquirer's own culture is believable to him. The integration of wholes and parts is achieved in cultural or historical terms or the two together. He then seeks to communicate to others a description of this reality which he has found or created. Understandings derived from these integrative studies are significant to the degree that they help to alter, enrich, and sharpen answers to the questions "Who am I? Who are we? Who are they?"

An application of these integrative investigations can be illustrated by a study of the American Revolution in the 18th Century. In a look at human behavior in the Revolutionary era as a whole, the inquirer will be particularly alert for those aspects of behavior that have significance for him in terms of his identity. This significance can be of various kinds. For an American inquirer, the movement toward independence and the political values and institutions that crystallized in the course of that movement will be significant for understanding nationality and political values and institutions in the inquirer's own culture, as they derive historically from the phenomena being studied. For inquirers of any nationality, the conflicts in allegiance that led some Americans to become Whigs and others to become Tories will be significant in providing a broader perspective for understanding those conflicts in allegiance that occur in his own life or culture.

Integrative investigation will be focused, therefore, on one or more of the aspects of significance in the Revolutionary era. But other significant aspects of life in this area must be related. For example, the inquirer might seek to show how the geographic environment, the economic circumstances, the class structure, and the values of American colonists fitted together in a coherent and believable cultural pattern and how each of these aspects of the culture contributed to the movement for independence. In communicating the results of his study, the inquirer would seek to recreate, through description and narration, enough of the diversity and coherence of the culture so that his audience could experience it vicariously.

Values enter significantly into this mode of investigation. The aspects of other cultures that seem most significant are often those that have value implications for our own culture. For example, by studying the Indian caste system and the relations among Europeans, American Indians, and Africans in early Virginia, the inquirer is able to sharpen his answers to the identity question in several different ways: (1) by understanding where his culture fails on the continuum of diverse patterns of group interaction known to human experience; (2) by understanding how the particular pattern of group interaction in his own culture developed; (3) by becoming explicitly aware of his own values related to group interaction, and in the process refining them and making them more coherent with his total system of values. Values inhere in both the integrative and valuing modes.

3. *Valuing*

Studies in the valuing mode pertain to learning situations where understandings gained from analysis and integration are put to use to answer questions such as "what should I, or we, or they, do next?" Learning in this mode should develop the student's ability to act rationally and effectively to attain reasonable, mature, and therefore consciously chosen goals. In addition to the use of understandings gained from analysis and integration the inquirer faced with the necessity of acting must consult his own values and in the process, perhaps clarify and modify these values. The goal is to develop intellectual skills to handle value questions or issues.

Rational decision-making in the valuing mode can be thought of as involving the following activities:

1. *Defining the problem.* The rationality of decision-making depends heavily on the clarity with which the problem is defined. Any definition of the problem must be provisional and subject to revision as the study moves on to the subsequent activities.

2. *Identifying relevant values and information.* Rational decisions involve making proper inferences from understandings gained from analysis and integration. The inquirer must identify which results are relevant to the problem at hand, which means that he must guard against overgeneralization or improper inference. Relevant values must be identified. First, the inquirer must identify the values that relate to the problem – and this may involve a redefinition of the problem. Second, he must then examine the relevant values as to their rationality and logical coherence with each other and with his value system as a whole. The rationality of values refers particularly to their origins, whether they have arisen from the blind acceptance of authority or from unconscious psychological needs (for example, the need to feel superior to other ethnic groups), as opposed to being developed autonomously and rationally. Only after the relevant values are identified, examined, and perhaps refined, is the inquirer prepared to resolve rationally the often difficult question of which value should have priority.

3. *Generating Trial Solutions.* Once the problem is clearly defined and the relevant values and information are clearly identified, the inquirer proceeds to generate trial solutions or to consider alternatives that are consistent with the relevant values and information.

4. *Testing Solutions in Terms of Projected Consequences.* At this juncture the inquirer utilizes the relevant information as he tries to project the consequences of one or more trial solutions, tracing the more remote and indirect consequences as far as they seem predictable. Often this projection of consequences will raise new considerations of values and create the need for additional information.

5. *Deciding.* The final activity in valuing is to decide. A rational decision is one for which the projected consequences, as judged by the relevant information, are most consistent with the relevant values. The decision may take several forms: (a) to act in a certain way; (b) not to act at all; or (c) to decide on a preference that may be acted upon in the future.

THE MODES OF LEARNING AND PROCESSES OF INVESTIGATION: A SUMMARY LISTING

Analysis

1. Observation: selective
   - 1a. Objects/behavioral patterns
   - 1b. Direct/mediated
   - 1c. Measurement: Number/extension/ duration; relative/absolute
2. Classification: constructed classes
   - 2a. By physical properties/patterns of behavior
3. Definition: behavioral
4. Contrast
   - 4a. Identities and differences of observed phenomena
5. Generalization
   - 5a. Interpretation of data
   - 5b. Generating hypotheses
   - 5c. Testing hypotheses
   - 5d. Using models
   - 5e. Making predictions
6. Inference
7. Communication
   - 7a. Using appropriate language
   - 7b. Translating from one language to another

Integration

1. Observation: comprehensive
   - 1a. Objects/behavioral patterns
   - 1b. Direct/mediated
   - 1c. Measurement: number/extension/ duration; relative/absolute
2. Classification: observed classes
   - 2a. By physical properties/patterns of behavior
3. Definition: refined
4. Comparison
   - 4a. Similarities and differences of observed phenomena
   - 4b. With one's own experience
5. Cultural & Historical Integration
   - 5a. Interpretation of data
6. Inference
7. Communication
   - 7a. Using appropriate language
   - 7b. Translating from one language to another

Valuing

1. Defining the problem
2. Identifying, examining and refining relevant values and information.
3. Generating trial solutions
4. Testing solutions
5. Deciding
6. Communication

A TOPIC FROM GRADES 5-6: MANKIND AND MEN: INTERACTION, DIVERSITY, INDIVIDUALITY

TOPIC 1: WHAT HAPPENS WHEN DIFFERENT GROUPS OF MEN COME IN CONTACT?

MODES AND PROCESSES	CONCEPTS
Analysis Observation: selective Behavioral patterns Measurement: relative extension and duration *Classification: constructed classes By patterns of behavior Definition Contrast *Integration* Observation: comprehensive Classification: observed classes Comparison Similarities of observed events With one's own experience *Cultural integration (Historical integration) *Valuing*	Interaction Competition, conflict cooperation, accommodation, assimilation Political and economic Stratification, domination Values Value conflict
SETTINGS THAT MEET THE CRITERIA See examples in the discussion that follows.	

Processes of Investigation

Observation and *classification* are continued for developing conceptual understanding of certain universal categories of human behavior (particularly categories of cultural interaction and related concpets). But with this topic the emphasis in inquiry shifts for the first time to the integrative mode. The cultures being considered and observed comprehensively rather than selectively. Behavior is classified in terms given by the observed culture rather than by constructed classes (for example, "slavery," a classification that the observed culture gave to certain patterns of behavior, as contrasted with "caste," a constructed classification unknown to the observed culture; one that would include "slavery" and many other patterns of behavior in many cultures). The similarities of such classifications of behavior are compared (for example, Spanish relations with the Indians as compared to English or French relations with the Indians). Finally all the observed aspects of the cultures being studied are integrated (seen in relation to each other in that time and that place, and over time), rather than being separately abstracted for the purpose of generalizations applicable to any identical cultural situation (In the analytic mode, one might look at slavery in seventeenth-century Virginia for the purpose of developing and testing a hypothesis, and thereby working toward a universally valid generalization about the conditions under which interaction between cultures results in domination by one culture. In the integrative mode, on the other hand, one is concerned to understand how that particular form of domination, "slavery," is related to the whole cultural situation – what it was about that particular cultural situation which produced that particular form of slavery.) These differences between the parallel processes in the two modes, analytic and integrative, should be pointed out in this topic, though it should not be expected that the children will yet understand them thoroughly. Note that a subject having strong emotional overtones for children in our culture is introduced, which gives rise to *valuing*. It is important that children should realize that valuing is going on and that it is separate from both the analytic and integrative modes.

Concepts

Grades 3-4 have developed the concept of culture and the differing cultural adaptations of different human groups to the natural environment. Building upon this foundation, it seems desiraole during these years, when lifelong attitudes toward cultural differences and conflicts are crystallizing, to have children confront this dimension of human reality directly. Therefore the main objective of this topic is to develop understanding of cultural diversity and interaction. Important related concepts are *caste, ethnocentrism*, and *racism.* However the issue of racial as opposed to cultural differences is reserved for more explicit treatment in later topics.

Suggested Settings

The primary objectives of this topic could be achieved through a wide variety of settings involving different patterns of cultural interaction. Important secondary considerations suggest, however, the three that are here strongly recommended. These are: (1) Spanish-Indian interaction in Mexico in the sixteenth century, with consideration of Spanish culture (political, social, economic) and colonization in the New World; (2) English-Indian-African interaction in Virginia in the seventeenth century, with consideration of English and West African cultures (political, social, economic), the African slave trade, and English colonization in the New World, and (3) French-Indian-English interaction in Canada with a consideration of both French and English cultures.

These particular settings are recommended for the following reasons: (1) While historical integration is the primary objective in two high school years, the basic knowledge required for successful historical integration must be built up throughout the preceding years. Rather than repeat a superficial chronology of United States history at several points, it is the strategy of the program to choose settings that will provide much of this historical knowledge while serving primarily another conceptual objective. (2) The basic geographical knowledge of the United States and North America can be developed. (3) By using Indian, Spanish-American, and Anglo-American cultures with which students have already become somewhat familiar in Grades 3-4, the difficulty of the learnings required by this topic will be somewhat reduced. (4) The content is dramatic with colorful personalities – for example: Cortez, Montezuma, John Smith, Pocahantas – which should make them interesting to children.

Performance Objectives – Illustrative Examples

As students undertake inquiry into this topic they should be able to:

Given any particular culture or group of people for study, identify such important elements concerning group interaction as competition, conflict, cooperation, accommodation, assimilation, segregation and discrimination.

Based upon studies and discussions, propose at least four possible ways in which any two or more groups may interact when they come into contact.

Given any two or more specifically related events in history, explain verbally the relationship that exists. The discussion is to include the time relationship, cause-effect relationship, and possible implications related to future events or actions.

Given a specific story to read or film to view, prepare a written description identifying how the main characters reveal what they value through their behavior. In conjunction with this study, identify how your behavior reveals some of your beliefs, values, opinions or attitudes.

Formulate at least three generalizations concerning the values held by each of the following groups of people which may account for their particular behavior and which could lead to intra-group conflict: Indian-Spanish and English-Indian-Black.